



2020-21 Phase Three: Professional Development Plan for
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2020-21 Phase Three: Professional Development Plan for Districts

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The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the district's mission?

The Mission of the Science Hill Independent School District is to teach for learning by ALL students, working in partnership with families and community, in an environment that nurtures that process and assures equity in excellence for all.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the district's **top two priorities** for professional development that support continuous improvement?

The district's top two priority needs are as follows: 1) Shrinking the educational gap created by COVID-19 closures and 2) Proficiency in and implementation of instructional technology tools and strategies to enhance teaching and learning at all grade levels and content areas.

3. How do the identified **top two priorities** for professional development relate to district goals?

The gaps in learning created by COVID-19 have impacted every student, family, and teacher in our district. As our mission states, we are teaching for learning by all students and ignoring the instructional losses that have occurred since March 2020 would be negligent at best. Our district will work together with families to develop and implement a plan to intentionally target the learning loss that has occurred. The development and implementation of specific and targeted technology strategies will aid in reducing learning loss and closing the educational gaps that have developed.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Objective 1 - Determine how we will assess and prioritize areas of learning loss due to COVID closures. This will be a grade level and content area task. Objective 2 - Develop a master schedule that will maximize instructional time in core subjects in an attempt to make up the educational ground that has been lost. This will be an administrative task with input from teachers. Step 3 - Develop an updated scope and sequence for the upcoming year that intentionally addresses the identified areas of learning loss due to COVID. Step 4 - Meet at each midterm and end of the term throughout the school year with grade level and content area teachers to assess progress and identify needed changes to the educational plan. Step 5 - Meet at the end of the school year to evaluate the success of the educational plan and determine the next steps.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended outcomes of professional development related to closing the educational gap created by COVID-19 include 1) Teachers will identify and strategically plan to intentionally address learning loss in critical areas using a variety of teaching methods to assist in student learning and retention. 2) Students will build mastery of identified standards at an increased rate due to intentional, strategic instructional strategies developed and implemented by teachers 3) Teachers will

routinely reflect on their teaching practices both personally and with a learning community to determine the effectiveness of different strategies in an effort to continually improve instruction.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will include 1) Steady increase in student performance on diagnostic tools such as iReady that show students are moving towards grade level appropriate scores. 2) Increased proficiency as evidenced by student work samples in reading, writing, and mathematics that indicate the educational gap is being decreased over time. 3) Increased opportunities for teachers to collaborate and reflect on teaching strategies and their effectiveness.

4d. Who is the targeted audience for the professional development?

The target audience for professional development will be all teachers in the building, including special needs educators and enrichment course teachers.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and teachers will have the primary impact on professional development.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Time, not only during the summer months but also throughout the school year, will need to be dedicated to teachers working on and reflecting on the strategies implemented. Data from diagnostic assessments such as iReady will need to be available to teachers in order to properly adjust instruction. Funding may be needed to purchase supplies/materials required to implement some instructional strategies.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Teachers will routinely meet in PLC groups to analyze and discuss student progress and strategy effectiveness. These meetings will occur either on staff work days and/or afterschool PLC meetings and will serve as a catalyst to make changes as needed

in order to reach goals set forth by the group. Coaching will be provided as needed by district administrators to further assist teachers.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Professional development will be monitored for evidence of implementation through 1) Student diagnostic assessment data (iReady), 2) the review of student work samples in PLC groups, 3) Minutes, agendas, summaries from PLC meetings as appropriate. District leaders (Superintendent, Dean of Students, and Director of Special Education) will be responsible for meeting with each PLC group to gather feedback and updates on progress no less than once per 9 weeks grading period.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Specific objectives for professional development aligned with the second priority need include 1) Increase teacher proficiency with technology already available within our building as it pertains to their grade level/content area 2) Intentionally plan for and implement instructional technology tools and strategies in all grade levels/content areas.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Results from professional development associated with priority need 2 will include increased engagement of students at all grade levels and across all content areas which will lead to higher levels of understanding. Likewise, teachers will become tech-savvy experts within their classrooms as it pertains to tools and strategies that reach struggling learners and close the educational gaps that are present. As teachers become more confident with classroom technology options they will branch out to new ideas and resources that may continue to enhance teaching and learning.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Teachers will use technology with ease as a daily part of teaching and learning in their classrooms as evidenced through their curriculum planning documents.

Gathering and analyzing information through digital means will be commonplace for students. Students and teachers will be able to seamlessly transition from concrete resources (textbooks, manipulatives, paper/pencil) to digital resources and will see how both can be used in the learning process. This will be observable in all classrooms by district administration.

5d. Who is the targeted audience for the professional development?

The target audience for professional development is all teachers.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students will be the most impacted stakeholders from professional development. Opportunities for them to learn and grow will expand beyond concrete resources in the classroom to now include digital resources across the world. Teachers will also be impacted by this professional development as the way they teach will change and the resources that are available to them will be exponentially increased.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Resources to support this professional development will include continually upgraded technology resources within the building (devices, internet access/speed, etc.) as well as time to train teachers on the varied resources available to them.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

District technology support staff will be available to teachers throughout the year. PLC groups will meet regularly to discuss different resources and their effectiveness in the classroom setting. Teachers will be asked to share new tools they find to be most useful to the entire staff during staff workdays or faculty meetings.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teacher curriculum planning documents will reflect what technology tools will be utilized in the classroom for different lessons. Classroom observations and walk-

throughs by district administration will also serve as a method to monitor the implementation of technology across all grade levels and content areas. Student work samples will serve to further monitor how technology is being integrated into teaching and learning.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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